Child and Family Planning Web Training

Participant Workbook

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NOTE

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Division of Child and Family Services
120 N. 200 W.
Salt Lake City, Utah 84103
1-801-538-4100

NOTE

The names used in this training are a composite of families for training purposes. Any similarities between examples and actual individuals are purely coincidental. Any questions or concerns about the use of this document or its contents should be directed to:

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Child and Family Planning
Web Training

Table of Contents

These are the steps to take to get credit for completing the training

When you have completed the last section of this training, you will want to:

❏ Complete the Quiz (Note: There is a copy of the quiz on the following page so that you can fill in your responses as you go through the training sections. Your answers will be recorded in the web program so that you can print out your results for training credit.)

❏ Print out the quiz results page.

❏ Complete the training evaluation that is at the end of your Participant Workbook.

❏ Have your Supervisor sign the quiz results page.

❏ Have your Supervisor sign your certificate of completion.

❏ Make a copy of your quiz and your certificate for your records.

❏ Mail your quiz results page, your evaluation, and your certificate to your Region Training Manager, or take them with you when you attend the "Child and Family Planning SAFE Release Training".

Your Region Training Manager will record your completion of the training, sign your certificate and mail it back to you.

❏ If you have not heard from your Region Training Manager in two weeks, e-mail them to verify that they have received your quiz and certificate, that you have received credit for the training, and that your certificate is on its way back to you.

Child and Family Planning Web Training
Learning Questions

Section 1: Child and Family Planning and Change

1.   A successful child and family plan?
    a)   There are no successful plans, only successful families.
    b)   It addresses all current and future threats of harm to a child.
    c)   It meets all of a child's attachment, identity and development needs.
    d)   Creates a map for the family to follow on the way to their long-term view.

2.   The needs identified in the Child & Family Assessment should…
    a)   Identify the behaviors and conditions that need to be changed.
    b)   Address safety, permanency, and well-being.
    c)   Direct the development of the Child and Family Plan.
    d)   All of the above.

3.   Which of the following best describes the long-term view?
    a)   The long-term view is the services needed to accomplish the goal of child safety.
    b)   The long-term view creates the vision for the family and team.
    c)   The long-term view is reached when the Child and Family Plan is complete.
    d)   The long-term view is irrelevant to decisions made in CPS and Intake.

4.   Which of the following statements about the Process of Change are true?
    a)   The Process of Change can help to predict a client's behavior.
    b)   My job as a caseworker is to get clients through all stages of change as quickly as possible.
    c)   Clients who are in the precontemplation stage may resist intervention.
    d)   When clients complete the maintenance stage, relapse occurs.

5.   Match the process of change terms to the correct explanation:
    a)   Pre-contemplation   Taking steps to change
    b)   Contemplation   Return to previous behavior
    c)   Decision to Change   Initial recognition
    d)   Action   Motivated to change
    e)   Maintenance   No recognition of problem
    f)   Lapse or Relapse   Working on sustaining change strategies

6.   To help maintain change, workers can:
    a)   Support team in developing lapse/relapse plan.
    b)   Help team implement a reunification transition plan.
    c)   Celebrate successes with the family.
    d)   All of the above.

7. The Qualitative Case review identifies several key factors of the Child and Family Plan, including:
   a) Plan is written in professional terminology.
   b) Plan is individualized.
   c) Plan is relevant.
   d) Both b and c.

Section 2: Child & Family Planning Components

1. Under what circumstances might you link cases to share a Child & Family Assessment (CFA)?
   e) If a new case with common family members does not have a CFA.
   f) If you want to use a single plan for all siblings and parents.
   g) When two neighbors have the same perpetrator.
   h) Both a and b.

2. Under what circumstances might it be best NOT to link cases to share a CFA?
   a) More than one judge is involved.
   b) The case is high profile.
   c) There are separate Child and Family Teams.
   d) All of the above.

3. What factors should a worker consider when linking domestic violence cases?
   i) A non-offending partner feels a shared plan would compromise safety.
   j) A couple has children in common.
   k) A non-offending partner feels a shared plan would create confidentiality problems.
   l) Both a and c.

4. In the new Child and Family Plan, concurrent planning is now required for which additional cases?
   a) All cases that provide ongoing services in the home.
   b) Family preservation cases only.
   c) All cases except for delinquency referrals.
   d) Both b and c.

5. In in-home cases, what is the best approach to talk with parents about concurrent planning?
   a) Explain that every family can prepare for emergencies.
   b) Explain to parents that their parenting will be under intense scrutiny.
   c) Create a genogram that depicts criminal involvement of family members.
   d) In a team meeting, ask team members to raise their hands if they want custody of the children.

6. Which comparison would best explain underlying needs to a community partner or family member?
   a) Underlying needs are like a box of chocolates; you never know what you're going to get.
   b) Most people are as blind as a bat to their underlying needs.
   c) Parents' unsafe behavior may be an expression of an underlying need.
   d) Underlying needs are like bones; buried deep inside.

7. What is the difference between a desired result and the long-term view (LTV)?
   a) The desired result is the future of the LTV.
   b) The LTV is a destination on a map; the desired results are checkpoints toward that destination.
   c) The LTV illustrates agency involvement; the desired result illustrates client progress.
   d) Clients who do not achieve the desired result must alter their LTV.

8. What information should be included in the TAL Vocation/Education focus area?
   a) The youth's future academic aspirations.
   b) The youth's plans for high school graduation.
   c) The youth's job interests and skills.
   d) All of the above.

9. Permanency goal includes all of the following except:
   a) Remain home.
   b) Foster care.
   c) Guardianship.
   d) Adoption.

10. Concurrent plans do not include:
   a) Foster care.
   b) Remain home.
   c) Permanency.
   d) None of the above.

11. Strengths are:
   a) Related to the court.
   b) Hard to find.
   c) Connected to the needs.
   d) Actions parents are required to take.

12. Desired results are **NOT**:
   a) Individualized.
   b) Articulated behavior changes.
   c) Achieved over a span of years.
   d) Achieved in the short term.

13. Steps identify the person responsible and the target _____ for completion.

14. When working with youth to plan for developing a positive sense of self:
    a) Consider the youth's culture.
    b) Use the Casey Life Skills Assessment.
    c) Have a Child and Family Team Meeting without them.
    d) Both a and b

15. The need statement is:
    a) Positively stated.
    b) May be a reframe of the problem.
    c) Prioritized to respond to the child's safety.
    d) All of the above.

Section 3: Following up with Planning

1. A key step that caseworkers are taking to promote placement stability for children in out-of-home care is:
    a) Monitoring the child's relationships.
    b) Using respite rather than shelter care.
    c) Planning effectively for transitions.
    d) All of the above.

2. The federal standards of Re-entry into Care and Placement Stability are currently a focus in Utah.
    True or False

3. Caseworkers are preventing reentry into care by using in-home services to maintain children in their homes.
    True or False

4. Kinship placements have a lower rate of re-entry into care.
    True or False

5. The QCR states that successful transitions are:
    a) Planned.
    b) Smooth.
    c) Timely.
    d) All of the above.

Child and Family Planning Web Training
Child and Family Planning and Change
Section 1

A Successful Plan

- Creates Safety for a child
  - mitigates the threats of harm
  - increases family protective capacities
  - addresses child vulnerabilities

- Creates Permanence so that children have:
  - their attachment needs met
  - a sense of identity
  - a stable environment
  - opportunities for development

- Creates Well-being for a child

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Precontemplation Stage of Change

The caseworker motivates the process of change by:
- Talking with parents about how children are impacted by unsafe behaviors.
- Talking with parents about how vulnerable the unsafe behaviors make their child.
- Sharing information about long-term effects of behaviors.
- Talking with parents about how behaviors affect child development and attachment.
- Using tools like the timeline o help parents see their patterns.
- Using full disclosure to establish the need for change.

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Contemplation Stage of Change

The caseworker motivates the process of change by:
- Exploring parents' understanding of how behavior affects their children.
- Exploring parents' understanding of their child's development needs.
- Exploring parents' understanding of their child's attachment issues and needs.
- Helping parents see that change is possible and achievable.
- Helping parents see the value of small changes for themselves.
- Helping parents see the impact of the changes on their children.
- Empowering parents to take control of their change process.
- Motivating parents through validation and encouragement.

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Decision to Change Stage

The caseworker motivates the process of change by:
- Working with the team to address the child's grief, loss and trauma around the abuse or neglect.
- Working with the team to have a permanency plan and concurrent goal that the team is working on together.
- Working with the team to address the child's health and education issues.
- Helping the parents identify the best actions to take in creating the desired change.
- Working with the family to strengthen functioning to support child safety, permanence and well-being.

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Action Stage of Change

The caseworker motivates the process of change by:
- Exploring the new patterns they are creating with parents.
- Exploring how change is affecting the child's development and attachment with parents.
- Helping the team track and adapt the plan as services and needs adapt with the change.
- Supporting the team in implementing ongoing interventions.
- Celebrating progress and successes.

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Maintenance Stage of Change

The caseworker motivates the process of change by:
- Supporting the development of long-term strategies.
- Implementing reunification transition plan.
- Planning for ongoing team support beyond caseworker involvement.
- Identifying triggers for lapse or relapse.
- Supporting the team in developing crisis and relapse plans.
- Celebrating successes with the family.

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Lapse or Relapse Stage of Change

The caseworker motivates the process of change by:

- Supporting the team to help implement crisis and/or crisis plans as needed.
- Supporting the team in planning to reengage in the earlier phases of the Change Process to address a lapse or relapse.

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Child and Family Planning Components
Section 2

## Considerations for Linking a Case to a Child and Family Assessment • When you want to use one plan for all siblings and their parents, for example, when siblings are in foster care. • When a previous Child and Family Assessment exists for the same children and family members. • When safety and permanency issues are the same for children and family members across cases. • When caseworkers and team members are in common.	_____ _____ _____ _____
## Considerations for **NOT** Linking a Case to a Child and Family Assessment • When there are different judges. • When domestic violence issues present safety or confidentiality challenges. • When there are different core Child and Family Teams. • When cases are confidential, such as a high profile case. • When siblings have significant differences, that require individual Child and Family Plans.	_____ _____ _____ _____
### Child and Family Planning Components • Permanency goal • Concurrent plan • Underlying needs and conditions • Strengths to address each need • Desired results • Steps to address each need	_____ _____ _____ _____

Permanency Goals

- Remain Home
- Reunification
- Adoption
- Guardianship
  - with relative
  - with non-relative
- Individualized Permanency

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Concurrent Plans

- Foster Care
  - with relative
  - with non-relative
- Reunification
- Adoption
- Guardianship
  - with relative
  - with non-relative
- Individualized Permanency

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Scenario

Tony was living with his single mother who has a drinking problem and is unable to parent him when she is drinking. Tony has been having trouble going to and keeping up in school. Tony is also having troubles managing his diabetes because when his mother is drinking she does not keep food in the house that he needs to remain stable and healthy. Tony was removed from his mother when he was rushed to the emergency room with insulin shock. Mom was drunk and incoherent and not available to meet Tony's needs. Tony loves his mom and states that things were going well until she started drinking more heavily after starting to date her new boyfriend six months ago. Mom states that she began drinking more heavily to feel more at ease around her boyfriend.

Permanency Goal and Concurrent Plan Example

Permanency Goal and Concurrent Plan:

Child: Tony Roberts

Current Goal: Reunification   **Concurrent Plan:** Individualized Permanency

Reason for Goal and Concurrent Plan Selections:
Tony is 16 years old and very attached to his mother who will always be his parent.

Individualized Permanency is the concurrent plan because if Tony cannot return home he does not want to be adopted. Tony has no relatives that are able to have him live with them. Tony wishes to complete the Life Skills courses, age out of the system in a year and a half, enter vocational school to become a mechanic and maintain his relationship with his mother.

Underlying Needs and Conditions

Situation, Behavior or Pattern of Behavior

Mom is abusing alcohol to the point of incapacitation.

Child or Youth's Safety, Permanency, Well-Being

Tony's medical needs are neglected resulting in poor health.

Underlying Condition/Need

Mom feels afraid, especially in adult relationships.

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Basic Needs Statement Example

Need 2:   Tony's mom will provide food for her and Tony.

Underlying Need Statements Example

Need 3:   Mom needs healthy coping strategies to replace her use of alcohol and to deal with her fear of adult relationships so she can meet Tony's medical and dietary needs.

or

Need 3:   Mom will have healthy coping strategies to be able to have a relationship, leaving her able to provide for Tony and meet his medical and dietary needs.

Strengths to Meet Each Need

Each need identified as being key to the successful change process of a family requires statements about the family's strengths which are specific to meeting that need.

Strengths are statements which show that the family has:

• internal or external resources to meet this need

• ways of coping already in place that are meeting this need

• general capabilities that can be used to meet this need

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Strengths Example

Strengths:
Mom has cared for Tony all of his life and has been able to support Tony in keeping his diabetes under control for the past 4 ½ years.
Mom has enjoyed fixing healthy meals for Tony in the past.
Tony and Mom used to go to the pool to swim 2 or 3 times a week.
Mom was able to be in her current relationship for the first two months without abusing alcohol.

Desired Results

Desired results are the statements of observable behaviors which represent the outcomes of the **change process** as they are related to a particular need.

Desired results, like underlying needs or conditions, may be for the child or youth, a family member or the whole family together.

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Desired Results Example

Desired Results:
Mom is dating her boyfriend and feeling less fearful. Mom is drinking responsibly and able to use her new coping skills effectively. She is balancing her dating relationship with her parenting responsibilities. She is preparing healthy meals and supporting Tony in meeting his medical needs around his diabetes.

Steps to Meet Each Need

Steps make up the specific interventions that will meet the need and achieve the desired results for the child, youth or family member.

Steps should be:

•Specific and observable

•Assigned to one or more people who are responsible for completion

•Have a target completion date

The steps assigned to a need statement should be sufficient to resolve the need.

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Steps to Meet Each Need Examples

Need 3:   Mom will have healthy coping strategies to be able to have a relationship, leaving her able to provide for Tony and meet his medical and dietary needs.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica

Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Children's Need Applies To:
Roberts, Tony

Parents/Guardians Involved:
Roberts, Mom

Steps to Meet Need:
3.1 Mom will have a Mental Health Evaluation.

Person(s) Responsible: Roberts, Mom
Initiation Date: 1Jun07   **Target Date:** 30Jun07   **Status:** In Progress

3.2 Mom will follow treatment recommendations with a therapist to understand her dynamics in relationships.

Person(s) Responsible: Roberts, Mom; Phillips, Aaron
Initiation Date: 1Jun07   **Target Date:** 30Jul07   **Status:** In Progress

3.3 Mom will participate in the Alcohol Recovery Program at DaySpring so that she can articulate why she drinks and what drinking does for her and to understand how drinking heavily impacts Tony.

Person(s) Responsible: Roberts, Mom; Strew, Cynthia
Initiation Date: 15Jun07   **Target Date:** 1Dec07   **Status:** In Progress

3.4 Mom and Tony will attend diabetes education classes together at St. Matthew's Hospital.

Person(s) Responsible: Roberts, Mom; Roberts, Tony
Initiation Date: 16Aug07   **Target Date:** 20Sep07   **Status:** In Progress

3.5 Mom will arrange with her sister to attend Al-Anon with Tony.

Person(s) Responsible: Roberts, Mom; Roberts, Tony; Nichols, Hannah
Initiation Date: 13Aug07   **Target Date:** 1Dec07   **Status:** In Progress

Need #1 (the need that automatically fills into the Child and Family Plan for Out-of-home Plans):

Need 1:   To ensure the child's safety, permanency, and well-being, including medical, dental, mental health, social/emotional development and education, as well as appropriate placements and services that address the child's individual needs.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica

Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Children's Need Applies To:
Roberts, Tony

Parents/Guardians Involved:
Roberts, Mom

Strengths:
Foster Parents are willing and able to meet Tony's basic needs until he can return home or until he leaves for mechanics training.
Mom is taking responsibility for her alcohol use and its negative impact on Tony, and is willing to make changes so she can meet his safety needs.
Tony has an established relationship with a medical provider whom he trusts and whom is able and willing to continue to meet his medical needs.

Desired Results:
Tony is healthy, safe and meeting current developmental milestones. He is on target to graduate from high school in 2009. He is in a placement where his needs can be met until he can return home or be independent.

Steps to Meet Need:
1.1 The child(ren) will, if at all possible, be placed with kin or in the least restrictive, most family-like setting appropriate for the child's needs and within close proximity to the child's family.

Person(s) Responsible: Caseworker, Erica
Initiation Date: 1Jun07   **Target Date:** 1Jun07   **Status:** In Progress

1.2 The caregiver will provide the child with food, clothing, shelter, nurturance and supervision that is emotionally and developmentally appropriate.

Person(s) Responsible: Smith, Alice and John
Initiation Date: 1Jun07   **Target Date:** 1Jun07   **Status:** In Progress

1.3 The caregiver will maintain copies of all child expenses, record the results of medical/dental/mental health visits and any information pertaining to the child's safety and well-being, to include: information related to education and parental visitation. This information will be made available for at least quarterly review with the child and family service worker during a monthly visitation.

Person(s) Responsible: Smith, Alice and John
Initiation Date: 1Jun07   **Target Date:** 1Jun07   **Status:** In Progress

1.4 The child and family service worker will ensure that the child(ren) receive medical,

Family Visits Form

- Persons who may visit
- Persons who may NOT contact or visit and reasons
- Regular visit schedule for parents and siblings, including:
  - Date
  - Time
  - Transportation

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The Five Transition to Adult Living Focus Areas

Vocation/Education

Educational attainment and stable employment are the development of education skills, obtainment of a high school diploma or GED, and completion of post secondary education and training that will enable youth to maintain stable and consistent employment and earn a living wage. These two areas are closely tied together since, as a youth gets older, their job options depend largely on their educational background and training. For younger youth, these areas can be separated and planned for individually. This assessment area differs from the education area on the service plan in that emphasis needs to be placed on making educational decisions that not only move the youth toward graduation, but also prepare them for the next step after graduation in either college, vocational training or the work force.

Need 1:   Tony wants to graduate from high school, and improve his attendance and schoolwork, so he can reach his goal of being a mechanic.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica
Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Parents/Guardians Involved:
Roberts, Mom

Strengths:
Tony has done well in school in the past.
Mom has helped Tony with his schoolwork in the past.
Tony knows that he wants to be a mechanic.
Tony's resource family is willing and able to help Tony with his schoolwork.
Tony's school counselor and YIC tracker are willing and able to help Tony.

Desired Results:
Tony has completed all his packets and all credits to graduate with his class, and has applied to at least one mechanics training program.

Steps to Meet Need:
1.1 Tony's YIC tracker will find a tutor to help complete packets to get his necessary credits for graduation.

Person(s) Responsible: Black, Brandon
Initiation Date: 1Jun07   **Target Date:** 15Jun07   **Status:** In Progress

1.2 Tony will research available training for mechanics and the requirements for entrance into their programs.

Person(s) Responsible: Roberts, Tony; Smith, John
Initiation Date: 1Jun07   **Target Date:** 1Jun07   **Status:** In Progress

1.3 Tony's DWS/WIA case manager will help Tony create a plan for applying to the mechanics programs Tony selects.

Person(s) Responsible: Roberts, Tony; Brynn, Nancy
Initiation Date: 1Jun07   **Target Date:** 20Sep07   **Status:** In Progress

1.4 Tony will check in with his foster mom every afternoon regarding his homework assignments.

Person(s) Responsible: Roberts, Tony; Smith, Alice
Initiation Date: 1Jun07   **Target Date:** 1Jun07   **Status:** In Progress

Health Care Access

The development of skills to manage routine and ongoing medical and mental health conditions and access to health care that meets physical, emotional and cultural needs are critical for maintaining good health. This area focuses on providing general education on resources, including risk reduction and prevention, self-management on specific diagnosis, and to improve access to health and mental health care services. Youth in group/residential settings for specific issues such as mental illness, substance abuse, sexual abuse and violence will also have improved transitional support.

Need 2:   Tony wants to understand his diabetes and be responsible for his own medications, testing and diet, so that he stays healthy.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica
Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Parents/Guardians Involved:
Roberts, Mom

Strengths:
Alice Smith has an older child with diabetes and understands the disease.
Tony has a strong desire to be able to control his own health and make good health-related decisions.

Desired Results:
Tony helps prepare and is eating healthy meals and snacks to stabilize his diabetes. Tony tests his insulin levels daily and gives himself insulin shots daily and as needed.

Steps to Meet Need:
2.1 Tony will work with Dr. John Peters to understand the benefits of his medications and how they work.

Person(s) Responsible: Roberts, Tony; Peters, John
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

2.2 Tony and his medical providers will create a schedule for Tony so that he can learn to take his medications and test consistently.

Person(s) Responsible: Roberts, Tony; Smith, Alice; Peters, John
Initiation Date: 1Jun07   **Target Date:** 7Jul07   **Status:** In Progress

2.3 Tony will check in with his foster mom when his medications are due each day and when they need to be refilled.

Person(s) Responsible: Roberts, Tony; Smith, Alice
Initiation Date: 1Jun07   **Target Date:** 1Jun07   **Status:** In Progress

2.4 Tony will work with his foster mom to create menus that fit with his medically-required diet.

Person(s) Responsible: Roberts, Tony; Smith, Alice; Roberts, Mom
   Initiation Date: 1Jun07   **Target Date:** 1Sep07   **Status:** In Progress

Sense of Self

Developing a positive sense of self focuses on the acquisition of the skills, competencies, and knowledge that will enable youth to achieve their personal goals and create a meaningful sense of self. This includes the youth participating in the Ansell Casey Assessment to determine the skills needed for a successful transition to adulthood. Through the Basic Life Skills Classes, as well as work in the foster home, with the caseworker, in therapy, and other areas identified through the child and family team, the youth will develop a positive sense of self, along with the skills needed to be successful. Items that may be identified for the youth could include budgeting, obtaining an apartment, knowledge of community resources, how to create a resume, skills to use in a job interview and cooking skills.

Need 3:   Tony wants to feel good about his appearance, and will establish routines that work for him.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica
Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Parents/Guardians Involved:
Roberts, Mom

Strengths:
Tony wants to look nice and be attractive to his peer group.
Tony's foster dad is willing to work with Tony on his hygiene and personal care.
Tony's foster mom is willing to help him with his table manners.
Tony knows how to run a washing machine, and his foster mother is willing to supervise his use of the washing machine and dryer at the foster home.

Desired Results:
Tony wears clean clothes that fit and are in good repair. Tony showers daily and shaves regularly. Tony uses good table manners.

Steps to Meet Need:
3.1 Tony will work with his foster mom to take care of his own clothes and do his own laundry and ironing.

Person(s) Responsible: Roberts, Tony; Smith, Alice; Smith, John
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

3.2 Tony will work with his foster father to develop a routine to maintain good hygiene.

Person(s) Responsible: Roberts, Tony; Smith, John
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

3.3 Tony will complete the etiquette class offered at the community center.

Person(s) Responsible: Roberts, Tony;
Initiation Date: 31Jul07   **Target Date:** 16Oct07   **Status:** In Progress

3.4 Tony will check in with his foster mom regarding his improvement with his table manners.

Person(s) Responsible: Roberts, Tony; Smith, Alice
Initiation Date: 31Jul07   **Target Date:** 1Dec07   **Status:** In Progress

Relationships

Development of supportive and enduring relationships and maintenance are key to living successfully on one's own. This focus area refers to the youth being able to identify with a support system that they can rely on as they make the transition to adulthood and throughout the rest of their life. While the youth is in custody, the Child and Family Team is the primary source of support for the youth. Once a youth turns 16 years of age, and a referral to DWS/WIA is made for services, an additional support is made available to the youth.

Need 4: Tony wants relationships with his aunt and cousins and ways to stay in touch with his extended family.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica
Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Parents/Guardians Involved:
Roberts, Mom

Strengths:
Tony wants to have connections to his extended family.
Mom is committed to working to improve her relationship with her sister.
Tony wants his aunt and cousins to be part of his Child and Family Team.
Tony's aunt and cousins are willing to participate in his Child and Family Team if he invites them.

Desired Results:
Tony and his aunt and cousins are in regular contact, and Tony reports feeling connected to them.

Steps to Meet Need:

4.1 Tony will invite his aunt and cousins to be a part of his Child and Family Team.

Person(s) Responsible: Roberts, Tony
Initiation Date: 1Jun07   **Target Date:** 13Jun07   **Status:** In Progress

4.2 Tony will talk to his aunt and cousins about their family history and find out if they have family pictures that they can share.

Person(s) Responsible: Roberts, Tony
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

4.3 Tony will call his aunt and cousins twice a month to let them know how things are going with him and ask what is new in their lives.

Person(s) Responsible: Roberts, Tony
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

4.4 Tony will invite his aunt and cousins to his upcoming birthday party.

Person(s) Responsible: Roberts, Tony
Initiation Date: 1Jun07   **Target Date:** 4Aug07   **Status:** In Progress

Housing

The development and education of how to access safe and affordable housing will enable youth to successfully transition from living in a supervised setting to maintaining their own residence. This area of focus works in partnership with the Basic Life Skills Classes in order to educate youth on available community resources.

Need 5:   Tony wants to live in an apartment with roommates when he finishes high school.

Date Initiated: 1Jun07   **Author:** Caseworker, Erica
Active Date: 1Jun07   **Current Status:** Active   **Status Date:** 1Jun07

Parents/Guardians Involved:
Roberts, Mom

Strengths:
Tony wants to live with roommates.
Tony is able to talk about what makes a good roommate and how he can prepare for this experience.
Tony has a part-time job to save towards an apartment when he graduates from high school.

Desired Results:
Tony's name is on the low income housing list. Tony has a budget plan and is saving for a deposit and first and last month's rent. Tony has roommates who can assist or get help if Tony's health becomes an issue.

Steps to Meet Need:

5.1 Tony's caseworker will put his name on the county's low income housing list.

Person(s) Responsible: Caseworker, Erica
Initiation Date: 1Jun07   **Target Date:** 15Aug07   **Status:** In Progress

5.2 Tony will work with his foster father and caseworker to create a budget of what it
         takes to live on your own.

Person(s) Responsible: Roberts, Tony; Smith, John
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

5.3 Tony will visit with his foster brother and cousins who live in apartments with
         roommates.

Person(s) Responsible: Roberts, Tony; Smith, Alice; Roberts, Mom
Initiation Date: 1Jun07   **Target Date:** 20Sep07   **Status:** In Progress

5.4 Tony will keep his room clean in a way that he would want a roommate to keep their
         room clean.

Person(s) Responsible: Roberts, Tony; Smith, Alice
Initiation Date: 1Jun07   **Target Date:** 1Dec07   **Status:** In Progress

Following up with Planning
Section 3

Documenting and Reporting Progress in SAFE

- In the Child and Family Plan, workers can describe the specific and overall progress that a family is making
- Progress entries may be made at any time
- These progress entries are accessible for use in Progress Summaries and Court Reports
- There are printing options for Progress Summaries and Court Reports to tailor them to specific individuals and needs

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Importance of Placement Stability

Children with placement stability experience:
- Fewer behavioral disturbances
- Better psychological and mental development
- Better school functioning
- Less teen pregnancy
- Less criminal behavior in adulthood
- Better ability to socialize effectively
- More secure attachments

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Preparing and Responding for Placement Stability

If the child is having challenges or difficulties maintaining stable placements at home or in school settings, this may be an indicator of an underlying need or condition, particularly related to attachment or trauma. These are the effective ways that caseworkers are responding:

- Assessing and preparing a resource family to create a lasting placement
- Monitoring and assessing the relationship between the child or youth and their resource family at every visit and every contact
- Using respite rather than shelter to address resource family needs
- Negotiating with the resource family and the child or youth to resolve issues
- Assessing with the child or youth to identify underlying needs based on previous trauma and instability
- Using Transition planning effectively

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Using the Plan to Prevent Re-entry

When planning, workers are attending to:

- Transitions, especially the transition home
- Using full disclosure with caregivers and family members
  - Kinship placements may last until a youth is 18
  - Preparing parents for children's grief, loss and trauma issues and resulting behaviors
  - Timeframes to achieve permanency
- Resolving the underlying needs and conditions
- Active Concurrent Planning that involves the parents in all the options for their children

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Division of Child and Family Services
Certificate of Completion

_____

This certifies that the above named person has completed the

Child and Family Planning
Web Training

_____
Date

_____   _____
Supervisor Signature   Region Training Manager Signature

Child and Family Planning – Web Training

Participant Evaluation

Statement	Rating / Comments			
The information covered in the training was informative and applied to the work I do in child welfare.	strongly disagree 1	2	3	strongly agree 4
This training prepared me to discuss how the assessment flows into the planning process in SAFE.	strongly disagree 1	2	3	strongly agree 4
I understand the Process of Change and how it applies to planning.	strongly disagree 1	2	3	strongly agree 4
I understand Permanency Goals and Concurrent Planning and which program areas create Concurrent Plans.	strongly disagree 1	2	3	strongly agree 4
I better understand needs, underlying needs and writing needs statements.	strongly disagree 1	2	3	strongly agree 4

Please complete the second side of the evaluation.

Statement	Rating / Comments			
I understand TAL planning and who will be creating TAL plans.	strongly disagree 1	2	3	strongly agree 4
The quiz and section questions review the key points.	strongly disagree 1	2	3	strongly agree 4
The Participant Workbook supports the training and will be a good resource to workers.	strongly disagree 1	2	3	strongly agree 4

Please add any additional thoughts you have about this training that we could use to improve future web trainings.